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ABSTRACT

This brochure presents the teacher education standards adopted by Alaska's State Board of Education. The standards are as follows: (1) a teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice; (2) a teacher understands how students learn and develop and applies that knowledge in the teacher's practice; (3) a teacher teaches students with respect for their individual and cultural characteristics; (4) a teacher knows the teacher's content area and how to teach it; (5) a teacher facilitates, monitors, and assesses student learning; (6) a teacher creates and maintains a learning environment in which all students are actively engaged and contributing members; (7) a teacher works as a partner with parents, families, and the community; and (8) a teacher participates in and contributes to the teaching profession. For each standard, the brochure presents a list of performances that reflect attainment of the standard. (SM)

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STANDARDS *for* ALASKA'S TEACHERS

ED 422 272

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State of Ala

1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

Performances that reflect attainment of this standard include

a. engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and

b. demonstrating consistency between a teacher's beliefs and the teacher's practice.

2. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

Performances that reflect attainment of this standard include

a. accurately identifying and teaching to the developmental abilities of students; and

b. applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

3. A teacher teaches students with respect for their individual and cultural characteristics.

Performances that reflect attainment of this standard include

a. incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;

b. identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and

c. applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials and resources.

skaStandards for

4. A teacher knows the teacher's content area and how to teach it.

Performances that reflect attainment of this standard include

a. demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;

b. identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

c. drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;

d. connecting the content area to other content areas and to practical situations encountered outside the school; and

e. staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

5. A teacher facilitates, monitors, and assesses student learning.

Performances that reflect attainment of this standard include

a. organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

b. creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;

c. creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;

d. organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences; and

e. reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

Teachers

6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members

Performances that reflect attainment of this standard include

a. creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
b. communicating high standards for student performance and clear expectations of what students will learn;
c. planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and
d. assisting students in understanding their role in sharing responsibility for their learning.

7. A teacher works as a partner with parents, families, and with the community.

Performances that reflect attainment of this standard include

a. promoting and maintaining regular and meaningful communication between the classroom and students' families;
b. working with parents and families to support and promote student learning;
c. participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;
d. connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and
e. involving parents and families in setting and monitoring student learning goals.

8. A teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include

a. maintaining a high standard of professional ethics;
b. maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;
c. engaging in instructional development activities to improve or update classroom, school, or district programs; and
d. communicating, working cooperatively, and developing professional relationships with colleagues.

State of Alaska Standards for Teachers

Alaska's leaders have taken significant steps to improve our public schools. Under the banner of the *Alaska Quality Schools Initiative*, Governor Knowles, the State Board of Education, parents, school board members, business leaders and hundreds of others are moving on many fronts to improve the academic achievement of our children and the quality of our schools.

A key part of this reform movement is to improve the skills and abilities of the professionals—the teachers and administrators—who teach our children and lead their instructional programs. A landmark step toward this end occurred in 1994 when the State Board of Education adopted teacher standards. These standards were amended in 1997. The board also adopted standards for administrators in 1997. For the first time in Alaska's history, these standards clearly define the skills and abilities that our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers.

Many people and organizations were involved in developing the standards, which provide the bedrock for further restructuring public K-12 schools and colleges of education. Upon this bedrock, Alaskans are working to find better ways to prepare new teachers, credential new and experienced teachers, and provide ongoing professional development to practicing educators. They are doing this with one goal in mind—to improve the academic achievement of students.

The teacher education standards adopted by the State Board of Education are highlighted in this brochure.

I invite all Alaskans to get behind this and other projects of the *Alaska Quality Schools Initiative*.

Shirley J. Holloway
Commissioner

Alaska Department of Education

Serving Alaska's community of learners

For further information about these standards or other efforts to improve the quality of Alaska's education workforce, please contact the

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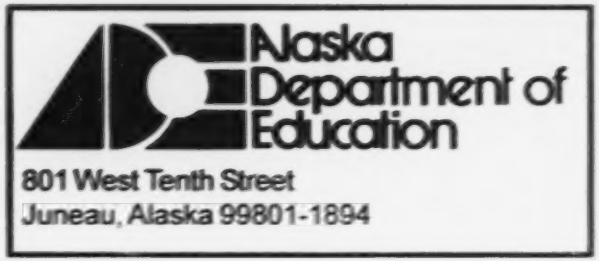

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